

ESSA and IDEA:

A Guide for Parents of Students with Disabilities

Prepared by Idaho Parents Unlimited with Technical Assistance from the Center for
Parent Information and Resources

November 2017



Idaho Parents Unlimited, Inc

Assisting Families of Children with Disabilities
and/or Special Health Care Needs

Serving Idaho Families Since 1985

What is the Every Student Succeeds Act? (ESSA)

- Newest Version of the Elementary and Secondary Education Act (ESEA)
- Improve Public Education and Close Achievement Gaps for Historically Low Performing Groups of Students Including:
 - Low-income and Minority Students
 - Students with Disabilities
 - English Language Learners
- Requirements for States Receiving Title I Funds:
 - High Quality Assessments in Math, Reading or Language Arts, and Science
 - Provide Appropriate Accommodations Including Assistive Technology
 - Break Out Performance by Student Group
 - Develop a Statewide Accountability System Including an Annual Report Card and a District Level Report Card

What is the Individuals with Disabilities Education Act? (IDEA)

- ▶ Public Education Law for Students with Disabilities
- ▶ All States Receiving Federal Funds Must Provide a Free and Appropriate Education to All Students with Disabilities (FAPE)
- ▶ States Must Establish a Goal of Providing Educational Opportunities
- ▶ Child Find Requirements - Identification and Evaluation of Students with Disabilities
- ▶ Develop and Individualized Education Program (IEP) for Each Eligible Student with a Disability
- ▶ Provide Education Services in the Least Restrictive Environment (LRE)
- ▶ Provide Procedural Safeguards to Parents and Students with Disabilities
- ▶ Ensure Students with Disabilities are Included in State and District Assessments
- ▶ Provide Necessary Accommodations and Alternate Assessments When Appropriate

ESSA and IDEA - What's the Connection?

- ▶ ESSA Holds Schools Accountable for Progress and Performance of Students with Disabilities
- ▶ Results Driven Accountability (RDA) Holds States Accountable For Performance of Students with Disabilities on State Assessments, Graduation Rates, and Other Academic Measures
- ▶ IEP's Must be Aligned with the State Content Standards, and Provide Students with Disabilities Access to the General Education Curriculum.
- ▶ United States Department of Education Office of Special Education and Rehabilitative Services Dear Colleague Letter on Free and Appropriate Public Education (FAPE), November 16, 2015, available at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>

Academic Content and Achievement Standards

- ▶ ESSA Requires Two Things for ALL Students:
 - ▶ 1) Challenging State Content (What Students Need to Know)
 - ▶ 2) Academic Achievement Standards (How Well Students Need to Know the Content Standards)
 - ▶ Exception - States May Develop Alternative Achievement Standards for Students with the Most Significant Cognitive Disabilities (See the Next Slide)
- ▶ Students in Idaho Must Meet the State Adopted Content Standards to Graduate
- ▶ Districts May Develop More Rigorous Standards than the State Adopted Standards
- ▶ IDAPA 08.02.03.102 <https://adminrules.idaho.gov/rules/2014/08/0203.pdf>

Alternate Assessment Achievement Standards

- ▶ Ensures All Students with Significant Cognitive Disabilities Participate in Assessments
- ▶ Measures What a Students Knows and Can Do in Relation to Grade-Level Idaho Content Standards
- ▶ IEPs of Students with Disabilities Are Connected to the Idaho Content Standards
- ▶ Students with Disabilities are Working Toward the Same Grade-Level Content and Skills as their Grade-Level Peers.

Idaho State Standards Relating General Education Standards to the Annual Goal



Citing Idaho State Standards on an IEP

- ▶ When referencing Idaho approved state standards on an IEP, indicate which standard is being referenced. Cite the entire title of the standard, such as:
 - ▶ ● Idaho Core Standards
 - ▶ ● Early Learning e-Guidelines
 - ▶ ● Employability Skills for Career-Ready Practice (formerly Idaho PTE Basic Workplace Competencies)
 - ▶ ● Health Content Standards
 - ▶ ● PE Content Standards
 - ▶ ● Handwriting Standards for Idaho K-6
- ▶ Include the grade level of the student in your citation.

Abbreviate the strands as follows:

- Reading: RL, RI, RF, etc.
- Writing: W
- Speaking & Listening: SL
- Language: L
- Math: CC, OA, Etc.

<https://www.sde.idaho.gov/sped/sped-manual/files/chapters/chapter-5-individualized-education-programs/IEP-Guidance-Handbook.pdf>

Annual Assessments

- ▶ ESSA Requires Every State Administer Annual Assessments to All Public School Students
- ▶ Present Level of Academic Achievement and Functional Performance (PLAAPF or PLOP) Includes a Statement of the Student's Performance as well as a Statement of Grade-Level Standards and Expectations
- ▶ Participation Occurs in the Following Ways:
 - ▶ **Regular assessment for the student's enrolled grade**
The vast majority of students with disabilities will participate in either:
 - ▶ Regular grade-level assessment, or
 - ▶ Regular grade-level assessment *with accommodations*.
 - ▶ **Alternate Assessment on Alternate Achievement Standards**
ESSA allows states to develop alternate assessments aligned with alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities.

Accommodations for Students with Disabilities

- ▶ States Must Provide Appropriate Accommodations for Students with Disabilities to Fully Participate in State Assessments
- ▶ States Must Establish Guidelines for Accommodations
- ▶ Accommodations Used in Assessments are the Same as Those Used in the Day-to-Day Classroom Activities
- ▶ Accommodations Must be Clearly Listed in the Student's IEP

SBAC - ISAT Information and Accessibility

- ▶ Idaho Uses the Smarter Balanced Assessment
 - ▶ May be Known as the SBAC
 - ▶ In Idaho, it is Referred to as the ISAT
 - ▶ IEP Teams Must Consider Accessibility Features for Students with Disabilities Including the Online Platform and Assistive Technology
-
- ▶ State Department of Education Special Education and Assessment Collaboration:
 - ▶ <https://www.sde.idaho.gov/assessment/sped/>
 - ▶ Samples of the SBAC at various grade levels:
<http://sampleitems.smarterbalanced.org/BrowseItems>

Statewide Accountability System and School Support and Improvement Activities

- ▶ ESSA Requires States Must Include the Following Data in their Statewide Accountability System
- ▶ Subgroups of Students
 - ▶ All Students
 - ▶ Students with Disabilities
 - ▶ Economically Disadvantaged Students
 - ▶ English Language Learners
 - ▶ Minority Students
- ▶ Indicators
- ▶ Long-term Goals and Measurements of Interim Progress
- ▶ Annual Measurement of Achievement (Test Participation)
- ▶ School Identification

Indicators and Long Term Goal

- Indicators - Assessment Accountability for ALL Students and also Student Subgroups:
- Academic Achievement: English/Language Art and Mathematics (The percentage of all students who are assessed as proficient or above)
- Long Term Goal: To reduce the percentage of non-proficient students by 33% over six years.

Calculation:

Long-term goal = $33\% \times (100 - \text{previous year \% proficient/advanced})$

Interim progress goal = Difference between the long-term goal and the baseline / 6

Table 4: Mathematics - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022
All Students	41.6%	44.8%	48.0%	51.2%	54.4%	57.6%	60.8%
Economically Disadvantaged	30.3%	33.8%	37.3%	40.8%	44.3%	47.8%	51.3%
Students with Disabilities	15.2%	19.8%	24.4%	29.0%	33.6%	38.2%	42.8%
English Learners	7.1%	12.2%	17.3%	22.4%	27.5%	32.6%	37.7%
Minority Students*	25.8%	29.8%	33.8%	37.8%	41.8%	45.8%	49.8%

Table 5: English Language Arts/Literacy - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.0%	68.6%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.1%	33.8%	38.5%	43.2%
English Learners	6.9%	12.0%	17.1%	22.2%	27.3%	32.4%	37.5%
Minority Students*	37.4%	40.9%	45.4%	45.4%	49.9%	54.4%	58.9%

* Data for the minority subgroup will be further disaggregated for the purpose of reporting for American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific

Academic Growth

- Academic Growth:
- The difference in percentage of student scoring proficient or above in the current year of testing and either the percent proficient in the prior year
- English Language Proficiency
- The percentage of English language learners who are proficient in the English language
- Long Term Goal: Idaho will reduce the number of English learners who are not making expected progress, as defined below, toward English proficiency by 33% in five years.

Table 7: English proficiency - 2017 baseline, 2022 long-term goal, and 2018-2021 interim targets

2017	2018	2019	2020	2021	2022
33.2%	36.9%	40.6%	44.3%	48.1%	51.8%

Idaho's measure of expected progress is an increase of one performance level per year, up to Level 5. A student who starts at Level 1 is expected to reach Level 2 in his or her 2nd year, Level 3 in his or her 3rd year, and so on. Once a student reaches Level 5, he or she is considered proficient for the purposes of this calculation (*which is not the state's exit criteria*). Expected progress for a student at Level 5 or 6 is to maintain that level. Idaho's definition of expected progress is illustrated in Table 8 below.

Table 8: Expect progress for English learners

Entry year performance	Year 2 performance	Year 3 performance	Year 4 performance	Year 5 performance
1	2	3	4	Proficient
2	3	4	Proficient	--
3	4	Proficient	--	--
4	Proficient	--	--	--
5 (Proficient)	--	--	--	--
6 (Proficient)	--	--	--	--

Graduation Rates

- ▶ Graduation Rates
- ▶ The percentage of students who graduate from high school.
- ▶ Idaho does not award a state-defined alternate diploma
- ▶
- ▶ Long Term Goal: The Idaho State Board of Education has established a goal that Idaho's 4-year cohort graduation rate will be 95% by 2023.
- ▶ In seeking to align the long-term goal to this established goal, the state will reduce non-graduates by 75% over six years.

Table 9: Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reported ⁴ in the current school year. In the school identification system, graduation rate is the actual, non-averaged of the graduation rate in that school year. Schools are identified for comprehensive support every three years.
Graduation Rate Growth	The four-year cohort graduation rate	The difference between the percent of students reported graduating in the current year and the prior year (for schools with only two years of data), or the percent reporting graduating two years in the past (for schools with three years of data or more).

Used for all high schools in state: The graduation rate indicator is used for all high schools in the state.

Same calculation for all high schools: The same calculation is used for all schools in the state for the graduation rate indicator.

School Quality and School Success

- The difference between measurement scores of student satisfaction and engagement surveys from year to year.

Table 10: School Quality Indicators

School Category	Measure
K-8	Satisfaction and Engagement survey administered to students in grades K-8.
High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
Alternative High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Table 11: School Quality Growth

School Category	Measure
K-8	Difference in results from satisfaction and engagement survey administered to students in grades K-8 in comparative years of the school identification cycle.
High School	Difference between percent of College and Career Ready students, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs, in comparative years of the school identification cycle.
Alternative High School	Difference between percent of College and Career Ready students, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs, in comparative years of the school identification cycle.

Report Cards - State

- ▶ Minimum number of students necessary to be included in student subgroups;
- ▶ Long-term goals and measurements of interim progress for all students and all subgroups;
- ▶ Information on the progress of all students and all subgroups toward meeting the long-term goals;
- ▶ Number and percentage of students with the most significant cognitive disabilities who take an alternate assessment;
- ▶ High school graduation rates;
- ▶ Percentage of students assessed and not assessed;
- ▶ Number and names of schools identified for Comprehensive Support and Improvement or Targets Support and Improvement
- ▶ Per-pupil expenditures of federal, state, and local funds for each school district and school in the state.

Report Cards - Districts

- ▶ Must Report the Same Information as the State Reports
- ▶ Must Also Include:
 - ▶ How Students Performed on State Assessments Compared to the Students in the State as a Whole
 - ▶ How Students Performed on State Assessments Compared to the Students in the District as a Whole

Family Engagement

- ▶ ESSA Requires Parent Involvement in the Implementation of the Law
 - ▶ Meaningful Engagement in Developing State, District, and School Plans
 - ▶ Meaningful Engagement in Developing Parent Engagement Policies
 - ▶ Meaningful Engagement in Making Decisions Regarding Title 1 School's 1% Funds
- ▶ IDEA Requires Additional Parent Engagement
 - ▶ Meaningful Participation in the Development of Student IEP's
 - ▶ Parent Representation on State Special Education Advisory Panels
 - ▶ State Reporting on Parent Engagement in Improving Services and Results for Children with Disabilities (Parent Survey - Indicator 8)

Procedural Safeguards

- ▶ ESSA Does Not Include Individual Student Rights
- ▶ IDEA Does Include Individual Student Rights

Frequently Asked Questions

- ▶ Q. Why must students with disabilities take the state assessment for their enrolled grade? If the student isn't functioning at grade level, isn't this unfair?
- ▶ A. ESSA requires students with disabilities to take the general assessment for the grade they are enrolled in. Giving a student a test designed for a lower grade—called “out-of-level” testing—will not provide the information needed to understand where the student is functioning compared to his grade level peers. The student's IEP should then be designed to accelerate learning in the areas of deficit.

Frequently Asked Questions

- ▶ Q. Why shouldn't IEP teams be able to exempt a student from taking the assessments required by ESSA?
- ▶ A. The assessment participation requirement of ESSA is a key part of the statewide accountability system. Only by requiring schools to include all students in the assessments will the performance and progress of all students be of equal importance to schools. Furthermore, IDEA contains a requirement that students with disabilities participate in all state and district level assessments. So, while it is important for the IEP team to make decisions regarding test accommodations a student needs in order to participate in the assessment, the team does not have the authority to exempt a student from taking the assessment.

Frequently Asked Questions

- ▶ Q. My child's school told me that my child will not be promoted unless he can pass the test required by ESSA.
- ▶ A. ESSA is strictly about school accountability. The law does not set requirements for grade promotion or graduation. Such requirements and policies are set at the state and local district level. While some states may use the same tests to satisfy ESSA's testing requirements and make decisions about students as required by state or local policies, parents should not confuse the requirements of ESSA with those of their individual state or local school district.
- ▶ Q. Why are some accommodations not allowed on state assessments? Shouldn't my child be given any accommodation that will help him?
- ▶ A. Some accommodations invalidate the test by compromising the skill that is being tested. Only by truly measuring the skill can the results of the test be meaningful and valid. These scores can then be used to rate school performance and make improvements to the instruction of individual students.

Contact Us

- ▶ Idaho Parents Unlimited
Statewide Parent Training and
Information Center
Family to Family Health Information
Center/Idaho Family Voices
VSA Idaho, The State Organization on
Arts and Disability
4619 Emerald St., Ste. E
Boise, ID 83706
208.342.5884
208.342.1408 Fax
- ▶ <http://www.ipulidaho.org>
- ▶ <http://www.facebook.com/IdahoParentsUnlimited>
- ▶ Parent Training and Information
Centers are found in every state.
Information about parent centers can
be found in IDEA - Part D - Section
671.



Idaho Parents Unlimited, Inc
Assisting Families of Children with Disabilities
and/or Special Health Care Needs
Serving Idaho Families Since 1985